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ABSTRACT

A foreign language curriculum is described that was designed especially for students enrolled in a master's in business education program at the University of California, Los Angeles (UCLA). The program's goals are for students: (1) to attain a high-intermediate level of proficiency in speaking, listening, and reading in the target language; and (2) to gain deep and broad knowledge of the socio-cultural behavior of speakers of the target language, especially as it relates to the world of business and economics. The basic curriculum of the 2-year program implemented for teaching Chinese and Spanish to two cohorts of students is described. The curriculum includes intensive courses at a host institution abroad, seminars at UCLA, internships in business establishments in the host countries (China and Mexico), course work in a host country university, and seminars in the target language and adjunct courses at UCLA. Each segment of the curriculum is described, followed by information on admissions, costs, and preliminary evaluation. It is noted that in spite of difficulties in testing the validity of the model due to the large number of deviations, extensive information test data suggest substantial gains in target language proficiency for all participants. (LB)

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INTEGRATION OF THE MBA AND FOREIGN LANGUAGES FOR BUSINESS AND ECONOMICS

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INTRODUCTION

As the title of my presentation indicates, I have prepared a description and a tentative evaluation of a foreign language curriculum especially designed for students enrolled in a particular masters in Business Administration program; namely, the Anderson Graduate School of Management at the University of California in Los Angeles. The model program that I will describe is not, certainly, one that has been perfected, but one that is still experimental, one that we hope to perfect, or abandon, in part, or in its entirety, as we continue to test it over the next several years.

GOALS

Let me begin by stating the minimal expectations for the program:

(1) Students who successfully complete the program will have attained a high-intermediate level of proficiency in speaking, listening, and reading in the target language.

(2) Students who successfully complete the program will also have gained deep and broad knowledge of the social-cultural behavior of speakers of the target language, especially as they relate to the world of

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business and economics.

The terminology used in the first objective, that is, high intermediate level of proficiency, is derived from the proficiency test guidelines of The American Council of Foreign Languages, ACTFL. The generic guidelines specify that individuals who have attained "Intermediate High level proficiency" for speaking is:

> "Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required."

For listening is:

> "Able to sustain understand over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in 2quantity and poor in quality."

For reading is:

> "Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding."

As can be inferred, our minimal goals are relatively high. But not as high, for example, as the Lauder Institute, but higher than the MIBS program of the University of South Carolina. In less formal terms, we expect the graduates of this program to be able to participate, with relatively high levels of fluency, structural accuracy, and social appropriateness, in substantive verbal interaction with native speakers of the target language and to be able to read, albeit with considerable effort, texts relevant to their professional activities.

The second objective is much more problematic. It is not clear yet what socio-cultural features of the target society are

most critical nor how instructional programs are to be designed to efficiently teach these features. What has been designed so far is based more on intuition and common sense than on empirical evidence. We will return to this issue later.

CURRICULUM

I would like to turn now to the overall design of the basic curriculum that we are currently implementing for the teaching of Chinese and Spanish to two cohorts of UCLA AGSM students. Since the basic design is the same for the two languages, I will simply refer to the target language, or languages (TL). The following design (on your handout) displays the major components of the curriculum that span two calendar years.

Summer I (June-Aug.)	10-week intensive course at host institution abroad (Soochow University, Taipei; U. of Guadalajara, Mexico)

Academic Yr.I (Oct.-June)	Seminars in TLS and Adjunct language classes at UCLA.

Summer II (June-Aug.)	Internship in business establishments in host countries.

Academic Yr.II (Oct.-Dec.)	Course work in host country university.
(Jan.-June)	Seminars in TLS and Adjunct courses at UCLA.

SUMMER ONE

Allow me to describe each of these components in some detail. Before the students ever take their first courses in business administration at UCLA, they participate in a ten-week intensive language program at a host institution abroad. In our case, for the study of Chinese, at Soochow University in Taipei, and for Spanish, the University of Guadalajara in Guadalajara, Mexico.

During the 10 week period students have approximately twenty-five contact hours each week for a total of 250 hours of instruction. The curriculum design was agreed upon by representatives of the participating institutions after a number of planning sessions. Two terms, in current modern language teaching professional jargon, capture the essence of this curriculum: Adjunct and Sheltered. The adjunct model of foreign language education specifies that the instructional features taught in language courses are derived largely from learners' needs to successfully participate in relevant content courses. For example, for the programs described here, as an integral and concurrent part of language instruction, one or more content courses are taught throughout the 10 week period. Actual content courses included in the curricula described here were:

Soochow University	U. of Guadalajara
Business & Economics in Taiwan	Intro. to Mexican Economics
History & Culture of Taiwan	Socio-political issues in Mexican History

These courses were taught by native speakers of the TLs who are content specialists, not language teachers. They were presented by the lecturers as serious, significant, academic contributions to the education and acculturation of the student participants.

Language teachers, working in a partnership relation with the content teachers, first prepare the students for the content courses by providing instruction on specific lexical, phonological, syntactic, rhetorical or socio-cultural factors expected to be included in the content lectures. Subsequent to the lectures, the language teachers work with the students to resolve language problems that are identified during the content course presentations. The latter are defined from both spoken and written elements of the courses.

It is this interdependent relationship between content courses and language instruction that is denoted by the term adjunct. In this model, what is taught in the language classes is determined by the students' demonstrated needs to speak to participate appropriately, both linguistically and socio-linguistically with peers and teachers in the lecture sessions.

The term "sheltered" is a concept that grew out of research at the University of Ottawa in Canada some years ago. The basic assumptions underlying this concept are; one, that we acquire language proficiency in a foreign language very much as we acquire our first language, and, two, that natural language

acquisition is as least as powerful as traditional foreign language instruction. Three, that we acquire language from meaningful input, that is, language that is comprehensible. Thus the term sheltered. It is incumbent upon the content teachers to modify the language of instruction in ways that will make their lectures meaningful and understandable. In practical terms this means the willingness to use whatever linguistic and pedagogical strategies they have available to ensure that the message has been understood by their listeners.

This may require multiple repetitions, paraphrasing, and when necessary and possible, the use of graphic, physical, aids to make their presentations comprehensible.

A list of strategies that have been observed in providing sheltered speech include:

slower but undistorted speech
clear pronunciation
shorter, simpler sentences
controlled vocabulary
use of synonyms, restatement, paraphrase,
linguistic expansion
semantic expansion
repetition
exemplification
comprehension checks
clarification requests
display questions
referential questions
"here and now" focus
explicit marking of reference
topic fronting

Content teachers in the programs described here are given training to help them understand their responsibility in this

regard. It is the only deviation to their normal use of language in teaching their courses. Certainly we do not want them to modify in any way the grammatical structure of the language. That is, we do not want them to employ what has sometimes been called "Me Tarzan, you Jane." language. Rather, that they simply accept as their responsibility the presentation of information in such a way that the majority of students can demonstrate that they comprehend the message. This may require much more time than when these instructors teach native speakers of the language, but they must understand that they are partners in a language instruction program and that the success of the program depends upon their providing the language output that will become comprehensible input for the students.

It should be clear at this point that student advances in language proficiency in this curriculum depend on the acquisition process just described and upon focussed instruction on the lexical, phonological and syntactic features selected and identified by the students and the language teachers as problematic. These are seen as equal contributors to any success the students have towards our goal of "high-intermediate" proficiency.

Clearly the content courses also serve as a major contributor to meeting our second goal. As the titles of the courses indicate, they provide the students with the kind of information that will permit them to become knowledgeable and sensitive to the social-cultural behavior of speakers of the TLs.

The content teachers are given orientation as to the goals of the program in this regard as they attempt to explain the history, the traditions, and the values that pertain to the Chinese and Spanish speaking societies in which our students expect to function.

To enhance both the language acquisition process and the socio-cultural education agenda, students are provided multiple opportunities, both structured and self-selected, to interact with individuals and groups in the community. Field trips to historical and cultural sites are planned as well as participation in local professional and commercial events. The students also spend time with individuals and families in their homes, at restaurants, clubs, on picnics and other informal, unstructured activities. All of these are considered as significant contributors to meeting the goals of the entire program.

ACADEMIC YEAR ONE

Upon completion of the ten week intensive course abroad, the students return to Los Angeles and begin the standard MBA program in the AGSM . It goes without saying that the MBA curriculum is extremely demanding, requiring huge investments of student time and energy. Therefore anything that is added in the way of language instruction must be recognized as an extraordinary activity that is in direct competition with students' attention to their business and economics courses. Given this constraint,

the objectives of any language component must be modest. In our case we rationalized that if a language component could at least help to maintain the level of proficiency the students had gained at the end of the intensive summer course just completed, that would be an acceptable minimal criterion.

To meet this minimal goal the following on-campus program was designed and is currently being implemented for the first groups of students in the UCLA programs. For seven of each of the three ten-week quarters of the academic year (for a total of 21), seminars in the target language are presented. The presenters in these seminars are invited guests from the greater Los Angeles community who, typically, are businessmen, educators, or are persons working in consulates or other foreign institutions, who are native speakers of the TLs. They are invited to speak on topics that are related to business, economics, or on socio-cultural or historical aspects of their countries or their areas of specialization. Again, these are conducted completely in the target languages. Just as content courses in the summer intensive courses were used to identify language problems that the students have, these seminars help define students' persistent or newly defined linguistic difficulties. In addition to the actual seminars described above, the students meet once a week for formal language instruction to deal with these problems. While the expectation is that the students will indeed maintain their previously attained level of proficiency, the hope is that these seminars

and adjunct classes will permit continued advancement towards higher levels of proficiency. Pre- and Post-testing of students will allow us to test both the minimal and expanded hypotheses.

INTERNSHIPS AND UNIVERSITY COURSES ABROAD

At this time we have little to report on the remaining major components of the two-year curriculum that we have designed. We can however, comment on the content, dimensions and expectations for these segments.

Either concurrently or in sequence, depending on the opportunities and circumstances that we encounter in our planning, all students will enter into a contractual arrangement with a business institution abroad as an intern and enroll in a host-country university to take one or more courses taught in the target language. In most cases we anticipate that the internship will be done during the period June-September and the university work from September through December.

The internship will not be unlike those that all AGSM students serve except that it will be carried out in an institution in a country where the TL is the native language and that the contribution that this experience makes to the students' education in business will be equal to traditional programs. However, in addition, it is our expectation that this experience will play a significant role in fulfilling the two major goals of the language and culture curriculum. That is, the students' level of language proficiency will be raised and that his

knowledge of the socio-cultural aspects of the host society will be equally enhanced.

Of the pilot cohorts, those pursuing the Spanish curriculum will serve their internships in Spain and Chile. Those in the Chinese track will serve in Singapore, Hong Kong and The Peoples Republic of China. It is our intention to find suitable ways for the students to receive additional formal language instruction in their host countries while they serve their internships. We will provide what guidance as we can to assist them in tailoring their instruction so that it is relevant to their individual needs, defined in part by their day-to-day experience working and living in the foreign community.

It should be noted that we anticipate that the language and culture learning opportunities will be uneven depending on the company and the country in which the TLs are used. For example,it is assumed that the students who serve their internships in Singapore will have fewer opportunities for growth in Chinese that those who serve in Shanghai. It may also be the case that in some companies, in any of the host countries, that there will be greater or lesser dependance on English for conducting their work. Clearly, there is loss of control of the students once they enter into the intern-relationship. However, again, we can provide guidance on how the individual student can find ways to maintain and even enhance their language competence.

It is expected that the site for the internship will also provide opportunities for formal, university level, study of

courses that are relevant to the students' professional studies toward the MBA degree. Therefore, each student will be expected to enroll in one or more courses, typically courses in economics, in a local university. These courses will be "taken for credit" and counted toward fulfillment of UCLA degree requirements. Arrangements are being made with host country universities to enroll our students in such courses. Again, the opportunities for our students to continue their development of TL proficiency and knowledge of socio-cultural characteristics will be uneven. It is the students' responsibility to exploit every opportunity that presents itself. Again, we will provide guidance to the students on ways to take advantage of causal, unplanned opportunities and ways in which they can generate structured learning opportunities. Obviously, each student, depending on his/her personal motivation, energy level, and imagination, will have had language learning experiences that are quite idiosyncratic. It is our expectation that in all cases, however, substantial gains will be made as a consequence of the internship and university experiences, towards the goal of high-intermediate level of proficiency in all skills in Spanish and all but writing in Chinese.

CONCLUSION

To conclude this paper I would like to give some factual information on the following: (1) admissions. (2) costs, and (3) evaluation.

ADMISSION

Students admitted to the International MBA program must have first been admitted to the regular MBA program at UCLA. Those who pass that hurdle and wish to earn the IMBA must meet additional criteria. One of these is to persuade, through the preparation of a substantive "statement of purpose" that reveals the candidate's aspirations, previous international experiences, and dedication to foreign language study. This personal testimony, added to that of referees, and other evidence required in the candidate's application, provides one important kind of information that the admissions committee uses to decide if the candidate matches the curriculum that was described above.

A second criterion that the applicants must satisfy is one of demonstrated competence or proficiency in the target language of their choice; namely, those wishing to pursue the Chinese track must demonstrate that they can perform in the skills of reading, speaking and listening at least at the low-intermediate level of proficiency as measured by a test administered by the Center of Applied Linguistics and those wishing to pursue the Spanish track must perform at the same level in the same skills as measured by the ACTFL guidelines. To meet our exit criteria, as stated at the beginning of this paper, it is felt that students must have already attained the low-intermediate level of proficiency before they enter the UCLA program. Clearly, we hope that most of the students will exceed our minimal expectations but constraints on instructional time and, for some, limited

opportunities to enhance their proficiency during internships and course work overseas, lead us to make this modest projection until we can demonstrate otherwise.

COSTS

Students bear all costs for the language and culture components of the IMBA. They also must pay for all international travel, housing and food while in Taiwan and Mexico. A flat fee of $2,500 is charged each student to cover the tuition, food and accommodations while overseas and to pay for the lecture and adjunct language course while at UCLA. These fees also partially cover the additional administrative costs associated with the IMBA program. They do not cover the research and development costs of this experimental program. These are currently offset by a grant from the US Office of Education.

EVALUATION

Clearly, we cannot at this juncture provide statistical evidence to indicate the degree of success or shortcomings of our model language and cultural program. This will have to wait until the current cohorts have completed at least the second component of the curriculum at which time data will be collected that will allow us to make certain inferences as to the efficacy of the model. It is also the case that we look upon this first implementation of the model as a "shake-down cruise". We have already noted, sometimes with dismay, a large number of deviations from the model, both abroad and at UCLA that would make it difficult to test the validity of the model so that we

could say with any assurance that the program is a resounding succuss or is a disappointing failure.

We do have, however, extensive informal test data that suggests substantial gains in TL proficiency for all participants and considerable anecdotal, ethnographic evidence provided by students, teachers and administrators that all aspects of the program completed thus far have been perceived as highly satisfactory. These positive perceptions include the content and quality of instruction, both language and culture, intensity of instruction, accomodations and the socio-cultural experiences that the students have enjoyed as participants in the IMBA program. We believe that on a scale of one to ten, ten being excellent, based on the test and observational data that have been collected thus far, that the program should be given a 7+ or eight on the first goal and an 8 or 8+ on the second. Student evaluations have been much more generous than these numbers would indicate but their criteria are more forgiving than ours as both groups find their experiences have been extremely beneficial, relevant and interesting.

From this "shake-down cruise" we have learned a great deal regarding student selection, teacher preparation, materials selection, testing procedures and program administration. This newly acquired knowledge will allow us to prepare for a more efficient amd productive implementation of the model for the second cohorts and will provide us with useful data for a reliable evaluation of the model that we have designed.